

Peer-Reviewed Articles Importance

APA Citation and Summary of Articles

First Article

Dvořáková, K., Kishida, M., Li, J., Elavsky, S., Broderick, P. A., Agrusti, M. R., & Greenberg, M. T. (2017). Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial. *Journal of American College Health*, 65(4), 259–267. <https://doi.org/10.1080/07448481.2017.1278605>

Summary

In 2017, Dvořáková and colleagues conducted a preliminary randomized controlled trial to investigate the efficacy of mindfulness training in facilitating a healthy transition to college for first-year college students. The objective of the study was to mitigate stress levels and enhance the general state of well-being among the participants. The results indicated that implementing mindfulness training was efficacious in attaining these objectives.

Second Article

Fan, X., & Chen, M. Z. Q. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. *Educational Psychology Review*, 13(1), 1–22.
<https://doi.org/10.1023/a:1009048817385>

Summary

In their study, Fan and Chen (2001) performed a meta-analysis intending to examine the correlation between parental involvement and the academic performance of students. The research synthesized extant literature on the subject matter and established a favorable association between parental engagement and scholastic accomplishment, particularly in literacy and numeracy.

Evaluation of Articles for Reliability and Accuracy

Multiple variables were taken into account to guarantee the dependability and precision of the two aforementioned articles. Initially, the sources of the articles were scrutinized to ascertain their publication in esteemed peer-reviewed journals. The Journal of American College Health and Educational Psychology Review are widely recognized academic publications in their respective domains.

Subsequently, the authors' qualifications were assessed to verify their proficiency in the relevant field. Identifying the authors as experts in their respective fields in both articles enhances the credibility of their research.

Subsequently, an analysis was conducted on the research methodologies utilized in the studies. A comprehensive research methodology encompasses a precisely formulated research inquiry, a meticulously planned investigation, and a suitable statistical evaluation. Dvořáková et al. (2017) executed a randomized controlled trial in their mindfulness training study, a rigorous research methodology. Fan and Chen (2001) utilized a meta-analysis methodology, facilitating the comprehensive evaluation and amalgamation of numerous studies.

Finally, the possibility of conflicts of interest was taken into account. It is paramount to ascertain whether the authors possess affiliations or financial interests that could introduce bias to the outcomes. The absence of any reported conflicts of interest in the provided articles suggests a reduced likelihood of bias.

Peer-Reviewed Journals

The process of peer review is of paramount importance in the distribution of scientific information. Peer review is a critical procedure in which specialists in a particular discipline assess research's caliber, authenticity, and pertinence before its dissemination in a scholarly publication. Academic publishing recognizes peer-reviewed journals, such as the Journal of American College Health and Educational Psychology Review, as the preeminent standard.

Peer-reviewed journals are crucial in upholding the credibility of scientific research due to their role in ensuring its integrity. The peer review process involves subjecting scholarly articles to a rigorous evaluation by experts in the relevant field. This ensures that only research of high quality, with valid and reliable findings, is deemed suitable for publication. This procedure aids in the identification and elimination of flawed or biased research, thereby averting the propagation of erroneous data.

Importance of Peer-Reviewed Articles to Scholar-Practitioners

Peer-reviewed articles hold significant importance for scholar-practitioners in their professional pursuits. Remaining up-to-date with the most recent psychology findings is imperative for optimal patient care. Scholarly articles that have undergone peer review provide a dependable

and sound means of obtaining information grounded in meticulous research methodologies and practices supported by evidence.

Scholar-practitioners trust peer-reviewed articles to guide their decision-making and treatment methodologies. These articles afford individuals access to the most recent developments, interventions, and methodologies within their respective disciplines. Scholar-practitioners can ensure the efficacy and caliber of their interventions by integrating evidence-based practices substantiated by peer-reviewed research.

In addition, peer-reviewed scholarly articles are important in establishing a robust empirical foundation in psychology. Scholar-practitioners make significant contributions to the progress of their respective fields by conducting original research, publishing their findings in peer-reviewed academic journals, and actively disseminating knowledge. Scholar-practitioners rely on peer-reviewed articles as a fundamental basis for evidence-based practices, enabling them to make informed decisions and enhance client outcomes.

Conclusion

Scholarly practitioners in the field of psychology consider peer-reviewed articles to be essential. The information is reliable, valid, and current, facilitating informed decision-making and practice. Scholar-practitioners can enhance the progress of their field by scrutinizing articles for precision and dependability and verifying their sources as peer-reviewed journals. This approach ensures the integrity of the research.

References

Determining Validity and Reliability of Sources (English III Research) | Texas Gateway.

(n.d.). <https://www.texasgateway.org/resource/determining-validity-and-reliability-sources-english-iii-research>

Dvořáková, K., Kishida, M., Li, J., Elavsky, S., Broderick, P. A., Agrusti, M. R., & Greenberg, M. T. (2017). Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial. *Journal of American College Health*, 65(4), 259–267.

<https://doi.org/10.1080/07448481.2017.1278605>

Fan, X., & Chen, M. Z. Q. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. *Educational Psychology Review*, 13(1), 1–22.

<https://doi.org/10.1023/a:1009048817385>

Kelly, J. (2014, October 1). *Peer Review in Scientific Publications: Benefits, Critiques, & A Survival Guide*. PubMed Central (PMC).

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4975196/>

Morley, C. P., & Grammer, S. (2021). Now More Than Ever: Reflections on the State and Importance of Peer Review. *National Library of Medicine*, 5.

<https://doi.org/10.22454/primer.2021.216183>